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ABSTRACT

This paper, the final one in a series of three, presents the results of a test on the relative predictive efficiency of four alternative hypotheses in explaining the "saliency hierarchy" (the relative influence of parents and peers) among youth. The four hypotheses include: (1) grade level approach; (2) goals hypothesis; (3) situational approach; and (4) relationship hypothesis. The data were obtained through the mass administration of a precoded and pretested survey instrument to seventh, ninth, and twelfth graders. From the data, several conclusions were drawn: (1) grade has only a minimal impact on the pro-parent orientations of youth; (2) social class appears to be an important variable where the level of parent adolescent affect is not controlled; and (3) perceived reference set help in making decisions about goals is not an important factor in the determination of the hierarchical preferences among youth when considered relative to other variables. The findings indicate that the relationship model is a useful theoretical perspective in the explanation of the saliency hierarchy during adolescence. (KJ)

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THE RELATIVE INFLUENCE OF PARENT-ADOLESCENT AFFECT IN PREDICTING
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THE RELATIVE INFLUENCE OF PARENT-ADOLESCENT AFFECT IN PREDICTING
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The purpose of this paper is to investigate the structure and process of social influence during adolescence. In particular, the sociocultural factors mediating and regulating the relative preferences of youth for their parents and/or peers are emphasized.

The larger study, upon which this paper is based, developed as an attempt to provide some initial answers to three basic concerns.¹ In the first place, a review of the available research illustrates the lack of convergence (the differences are often sharp) among the studies of the influence process. For example, peers, families, and schools are each, in various ways, seen to be the most significant influence on the attitudes and behaviors of youth. The literature on peer influence either characterizes youth as a small society maintaining only "threads of connection with adult society" (Coleman, 1961:3; Schwartz and Herten, 1967; Gottlieb and Reeves, 1963) or as an age cohort that increasingly becomes age-mate oriented with the movement from the early to late teens (Coleman, 1961; Musgrove, 1965; Bowerman and Kinch, 1959; Neiman, 1954; Rosen, 1965; Goodman, 1966). In contrast, a closer look at this research (Coleman, 1961; Bowerman and Kinch, 1959) and other studies (Brittain, 1963; Epperson, 1964; Douvan and Adelson, 1966) contain pervasive evidence for the influence of the family. Other studies have demonstrated that differing family structures, conditions, and processes have an impact on adolescent behavior (Myerhoff and Larson, 1965; Slocum, 1963; Cervantess, 1965; Clausen, 1966). Similarly, in recent literature on the influence of the school there is a pronounced implication that the school can make or break the socializee, regardless

of either parent or peer (cf. Schafer and Polk, 1967). The findings regarding peer, parent, and school predominance variously reflect exaggerated interpretations, preconceived notions of predominance, biased questions, the inclusion of supportive variables, and the neglect of several fundamental dimensions.²

Secondly, it is also apparent that theoretical efforts have largely ignored the various interpenetrations and linkages within the primary and secondary sectors of the social system. Both the spacial (competing and interacting sources of influence at one point in time) and the developmental sequencing of social influence are neglected. Certain theoretical perspectives such as symbolic interactionism or learning theory have addressed aspects of the influence process but have conveniently avoided the hierarchy (relative salience) of influence.

Third, it seems apparent that the increasing prevalence of delinquency, rebellion, and problems of adolescents in general commands a careful consideration of the "posture" of social influence. If the predictors of the influence posture during adolescence are known, appropriate socializing agencies would be better equipped in dealing with youth.

This paper, the final one in a series of three, presents the results of a test of one aspect of the above considerations: the relative predictive efficiency of four alternative hypotheses in explaining the "salience hierarchy" (the relative influence of parents and peers) among youth.³

The first approach may be called the grade-level approach. Stated in its simplest form, as children move into the period of adolescence their orientations increasingly become age-mate oriented; as adolescents

move into young adulthood they increasingly return to adult-orientations (Gottlieb and Ramsey, 1964). They are said to do so for several reasons: they are expected to by parent and teacher alike, they are forced to be together - age-segregation, and they share a common dilemma. The latter is typically described, with feeling, as a situation where the teenager is "betwixt and between" childhood and adulthood besieged with opportunities and deprivations which have their roots in alien assumptions. Being in the same "boat" facilitates mutual understanding, similarity of purpose, and commonality of interest. It is with his own kind that the adolescent is said to develop a sense of identity, power, belonging, and security (cf. Keniston, 1960; Erickson, 1963; Friedenberg, 1963; Goodman, 1956).

As suggested in the brief review of literature above, this hypothesis is widely accepted and documented. Several questions, however, need to be raised. First, it is questionable whether post adolescents are more adult-oriented. Although greater respect for one's elders may be reacquired, adults are more age-mate oriented than any other group. Second, the assumption that the youth rejects his parents is an oversimplification. The adolescent's identification with his peers may be an expansion of the social arena to include new sources of influence. The substance of frequent interaction and similarity of perspective (or even a preference for peer associations) doesn't denote parental rejection any more than buying steak on Tuesday represents a rejection of hamburger. It is appropriate to ascertain whether adolescents are anti-parent, a-parent, or pro-parent/peer.

The goals hypothesis, of more recent origin, holds adolescents identify with referents that they perceive as having the desire and

ability to help them achieve their goals. Referents which have either ability or desire but not both are identified with moderately. Those who are perceived to have neither the desire nor ability to help are defined as having no influence (Gottlieb, et.al., 1966). In their test of this hypothesis it was found that the greater the level of "helping" (from no desire and ability to both desire and ability) the higher the frequency of adolescent involvement with the applicable helpers.

There are three questions that might be raised with this approach. First, help with decisions about goals is not a measure of relative influence as much as it is relevant influence, i.e., the adolescent perceives that certain persons are available (with varying amounts of ability and desire) if needed. More important, however, is that the dimensions of ability and desire may be common commodities among the referents in the life space of the adolescent. All a referent would need, being the degree of help is ignored, is a minimum of ability and desire to qualify, e.g., the adolescent could place the guidance counselor and his mediocre parent in the same category with equal ease. Second, it is well to ask whether adolescents have goals. If they do, what are they and what effect do differing goals have on their choice of helpers? Third, to assume that adolescents initiate involvement with those who can help them is again an oversimplification. In most respects, the youth has little choice in his affiliation and interaction with his family, the school, or peers.

The most productive hypothesis, to this point, has been the situational approach (Brittain, 1963). In this case, the adolescent is said to follow the wishes of his parents rather than those of his peers when the context requires decisions that have futuristic implications.

Conversely, when the decision involved current status and identity needs, the adolescents opted for their own kind. Brittain's research has strongly supported the assumptions that adolescents perceive peers and parents as competent guides in different areas, avoid being different from peers, avoid separation from peers, and avoid communicating with parents when they perceive parent-peer cross-pressures. Hypothetical situations creating parent-peer cross-pressures were used to measure the orientations of youth. The adolescent was forced to choose between complying with the wishes of his parents or the wishes of his peers. Likewise, three questions may be raised concerning the situational approach. First, it is difficult to assume that hypothetical situations measure the actual behavior of an adolescent in a real situation. Second, most situations involve more than the divergent wishes of parents and peers. Third, it is unlikely that the situational dilemmas measured the reference set (parents or peers) orientations of youth. At best, they measured the choice patterns of youth in artificial situations.

Although each of the above hypotheses are more complementary than contradictory, they have failed to identify an important element in the assessment of the reference set orientations of youth -- the quality of the relationship the adolescent has with his reference sets. This approach deemphasizes the importance of goals or age-level in preference to ascertaining the perceived meaning and satisfaction obtained from adolescent self-other relationships. This approach states that the purpose, type, and the quality of the relationship the adolescent has with his parents and peers is essential in understanding and explaining the structure and process of social influence during adolescence.

When the studies noted above are considered relative to the relationship hypothesis, some striking similarities appear. In the case of peer influence, adolescents who opted for their peers did so because of what they obtained by doing so. Similarly, studies of parental influence found that adolescents who were parent-oriented were getting something particular from the relationship. Accordingly, when an adolescent identifies with a referent who he perceives to be able and willing to help him decide on goals there is a payoff. Although the profit margin may be small, as may be the case in opting for parents where the cross-pressures are severe, the option taken represents the adolescent's perception of greatest gain.⁴ In consequence, the adolescent-reference set relationship becomes an organizing principle for explaining the salience hierarchy.

The central hypothesis implicit to this approach is that the parent-adolescent and best friend-adolescent relationships are strongly related to the salience hierarchy among youth.⁵ Accordingly, it is also predicted that the relationship hypothesis will improve the prediction of the salience hierarchy while reducing the efficiency of the other predictors described: the grade-level, help-mate, and situational approaches. The interconnection of these four approaches in the explanation of the salience hierarchy during adolescence is the cornerstone of this paper.

Methods

The data were obtained through the mass administration of a precoded and pretested survey instrument to all seventh, ninth, and

twelfth graders in a southern Oregon city of 12,000 in November, 1967. These grades were selected for two reasons. First, the seventh and twelfth grades represent, respectively, the beginning of adolescence and the end of compulsory adult control. The ninth grade most nearly approximates the middle of the "settling-in" process during adolescence. Second, the three grade levels represent the most reasonable slicing points for a test of the grade-level hypothesis.

In addition to the salience hierarchy (the dependent variable) and the four predictor variables (parent-adolescent affect, reference set help, situational effect, and grade-level) sex and social class are considered. Sex is included due to the wide consensus of the literature concerning the relative impact of femininity, early social development and maturity, and dependency on the role of females in society (cf. Maccoby, 1967). Based on this literature, it might be expected that females are more parent-oriented than males. Similarly, social class is included due to the known differences among family systems (e.g. communication) of varying socio-economic levels. In this case, it is expected that upper class adolescents will be more parent-oriented than lower class adolescents.

The measurement of each of the four major variables is briefly described in the footnotes to Table 1.

Four statistical procedures are used in analyzing the data: gamma - a proportionate reduction in error measure of association, Z - a test of significance appropriate to gamma, test factor standardization - an average partial association technique which permits the control of one or more test variables (Rosenberg, 1962), and a method of assessing three-factor interaction among partial associations (Goodman, 1964).⁶

Findings

Table 1 clearly indicates that nearly half of the adolescents perceive themselves to have a highly satisfying relationship with their parents and nearly seventy-five percent, a satisfying relationship. Similarly, more than ninety percent attribute either both desire and ability or desire alone to their reference sets in helping them decide on goals. It is also apparent, however, that the situational dilemmas provide little indication of reference set priorities, i.e., most adolescents responded to the nature of the situation (situation compliance) rather than the pressures of parents or peers. The adolescents' perceptions of the hierarchical pattern of influence between parents and peers, as indicated by the salience hierarchy index, indicate that a substantive percentage of youth see no reason to differentiate between their parents and peers (parent/best friend orientation). Only a minority (25 percent) assign greater salience to their best friends.

The intercorrelations among the seven variables are presented in Table 2. As can be seen, sex is unrelated to parent-adolescent affect and situational effect. Girls, however, more often than boys, perceive their reference sets to have both ability and desire ($\gamma = .23$, $Z = .07$) but are clearly less parent-oriented than boys ($\gamma = -.22$). The Index of Social Position is related to parent-adolescent affect: the higher the social class level, the higher the quality of parent-adolescent affect. Social class does not improve the prediction of any of the other variables. In contrast, grade emerges as a significant correlate of parent-adolescent affect, situational effect, and the

salience hierarchy. In this case, seventh graders, relative to ninth and twelfth graders, perceive themselves to have a more satisfying relationship with their parents, appear to be more parent compliant, and tend to be more parent oriented. Similarly, parent-adolescent affect is strongly related to reference set help, situational effect, and the salience hierarchy. Finally, situational effect is strongly correlated with the salience hierarchy.

The first step in tracing the relative efficiency of each of these factors in improving the prediction of the parent-peer orientations of youth is taken in Table 3.⁷ The average or standardized effect of the control variables taken as a group on the original zero order relationship between variable X and the salience hierarchy is presented. In terms of the average effect of each predictor on the other, three variables emerge as the primary predictors of the salience hierarchy: sex, grade, and parent-adolescent affect. Situational effect appears to operate independently of the other factors. Although parent-adolescent affect has proved to be more efficient than the other predictors (in support of the general hypothesis), it is apparent that there is considerable interaction among the predictor variables. The substance of this interaction is crucial in attempting to explain the salience hierarchy, the average effect of each variable on the other notwithstanding. Therefore, Table 4 provides the zero order correlations for each of the partial tables created by controlling for sex, grade, Index of Social Position, and situational effect in assessing the relationship between parent-adolescent affect and the salience hierarchy. As can be seen, the interaction test among the partials is significant for sex, grade, and situational effect. The

correlations at the various social class levels and desire and ability levels do not differ significantly.

Rather than present the additional somewhat cumbersome tabulations where three or more variables are considered at one time, Figures 1-5 have been developed to graphically illustrate the actual character of the interpenetration of the predictor variables.

Figure 1 illustrates the interrelationship among sex, grade level, and parent-adolescent affect for those adolescents who assign priority to their parents (parent oriented). Parent priority among youth decreases as grade level increases, decreases as the quality of parent-adolescent decreases, and is lower for females than it is for males. Figure 2 while illustrating similar patterns also portrays the significance of pro-parent orientations (parent and parent/best friend oriented combined) among youth at the higher levels of parent-adolescent affect. Seventh graders are affected minimally by variant levels of satisfying parent-adolescent relationships while ninth and twelfth grade girls appear to be more strongly affected by low quality relationships with their parents.

Figure 3 permits an assessment of the assumption that social class alters the impact of sex, grade, and the relationship. In this case, it is clear that among adolescents who perceive a highly satisfying relationship with their parents, social class has little impact. However, there is a dramatic difference between males and females in the twelfth grade. Upper class twelfth grade boys are less pro-parent than their female counterparts while middle class twelfth grade boys are considerably more pro-parent than middle class twelfth grade girls. Figure 4 indicates, even so, that the patterns in the lower class are similar to those in figure 2. It is likely that if an adequate sample

were available for the upper and middle classes similar patterns would be seen.

Controlling for the effect of situations on the patterns observed above indicates that the situation has only minimal influence (see Figure 5). The patterned relationships among grade, sex, and parent-adolescent affect in their common connection to the salience hierarchy seems to indicate that hypothetical situations cannot explain the variations in the hierarchical preferences of youth. While their responses to situations varied, their orientational patterns didn't.

Several conclusions may be drawn from the preceding analysis.

1. Perceived reference set help in making decisions about goals is not an important factor in the determination of the hierarchical preferences among youth when considered relative to parent-adolescent affect, grade, sex, and social class.

2. Although those who chose the parent or best friend compliant options across situations are clearly more oriented to that referent, the majority of adolescents changed their choice in terms of the situation rather than their hierarchical reference set orientations.

3. Although the grade level hypothesis works well in explaining the parent priority preferences of youth (sex and parent-adolescent affect notwithstanding), grade has only a minimal impact on the pro-parent orientations of youth. In this sense, the preclusion of an equal salience category for parents and peers in most research has distorted the meaning of adolescence.

4. The relative level of parent-adolescent affect is strongly related to both parent preference and pro-parent priority within each grade level: the higher the degree of perceived satisfaction in the

relationship, the higher the degree of parent orientation. Further, adolescents with a high degree of parent-adolescent affect see no reason to differentiate between their parents and best friends at higher grade levels: the quality of the relationship is of minimal significance in the seventh grade.

5. The decrease in parent preference by increasing grade level and decreasing parent affect varies consistently for males and females: males are consistently more parent oriented than females. This difference is most pronounced in the ninth grade. These differences are further enhanced at the lower levels of parent-adolescent affect.

6. Social class appears to be an important variable where the level of parent-adolescent affect is not controlled (this could only be done in the lower class because of the sample size). Under these conditions, two conclusions may be identified.

- (a) In the upper class, all seventh and ninth grade boys and seventh grade girls are pro-parent in their orientations. Twelfth grade boys are the least pro-parent among their grade and sex counterparts.
- (b) In the middle class, boys at all grade levels are considerably more pro-parent than girls at all grade levels.

Discussion

The findings indicate that the relationship model is a useful theoretical perspective in the explanation of the salience hierarchy during adolescence.

The expectation that adolescents who perceive their parents as understanding, willing to talk with them when they have a problem, fairly easy to talk to, and "in touch" will find less occasion to react against their parents and see less reason to differentiate between parental and friend societies appears to have considerable support. The overwhelming majority of those adolescents who have a high degree of parent-adolescent affect are pro-parent in their preferences. In contrast, when the qualities of a "good" relationship are weak or absent in the teenager's relationship with his parents, a large proportion assign priority to their best friends. Seventh graders appear to be parent oriented, the quality of their relationship with their parents notwithstanding. Undoubtedly, they haven't yet been subjected to the full impact of youth culture nor have they had the opportunity to build intensive friendships. Where the potential for parental rejection is most intense (grades nine and twelve), however, the quality of their relationships with their parents becomes a significant predictor.

The consistent and often substantive differences between adolescent males and females was, in part, unsuspected. Only one explanation seems immediately plausible. Boys have generally had more freedom than girls due to a more permissive parental climate. Girls are often subjected to more restrictions. In attempting to cope with the "modern girl" (free, sexual, independent), parents may be overresponsive. In consequence, the adolescent girl is less responsive to enhanced parental requirements and regulations. Further research on this issue, in particular, is important.

In contrast to previous research, it has been seen that the quality of the adolescent's relationship with his reference sets is

essential in determining the relative influence of the type and purpose of his relationships. The degree of interpenetration of the influences of parents and best friends cannot be assessed without an evaluation of the satisfactions gained from the relationship. In particular, just as adolescents have "good" relationships with their best friends, it has now been demonstrated that the "goodness" of the parent-adolescent relationship must also be considered. Further, previous research clearly "loaded" the results by forcing the adolescent to choose between his parents and peers. Under these conditions, it is reasonable for the adolescent to choose his peers. Indeed, the adolescent may opt for his peers without either "violating" the essence of his parents' wishes or "hurting" the parent-youth relationship. The option to assign equal importance to both parents and friends is essential in any measurement of the hierarchical preferences of youth, particularly at the higher grade levels.

Additional research is needed on the interpenetrations and linkages among the variant aspects of social influence, on the factors that facilitate satisfying relationships between socializers and socializees, and on the sequencing of static sociocultural dimensions over time.

The contributions of this study, and others, which attempts to identify the independent and relative predictive efficiency of several alternative explanations, could be considerably enhanced through multivariate and path analysis techniques. Hopefully, both data and data collection procedures in related future research will be conducive to this type of analysis.

Footnotes

1. This paper is based on a large study conducted in November, 1967, under the support of the Cooperative Research Program of the United States Office of Education, DHEW Project 7-1-105, OEG-9-070105-00350(010).

2. Coleman's (1961) findings, for example, may be questioned in several ways. First, a number of apriori judgments are apparent: the belief in the existence of a youth subculture, severe reservations about the value of athletics and girls who aspire to be movie stars or models, and a belief in the virtues of intellectualism for adolescents. Second, he appeared to rely on somewhat "loaded" questions. For example, the respondents were asked to choose between their parents' disapproval, their teachers' disapproval, and "breaking with their best friends." The response enabled Coleman to support the existence of a youth society. When this question was rephrased and asked of another sample of adolescents (Epperson, 1964) nearly eight percent opted for their parents.

Similarly, even though Brittain's study (1963) is interpreted as evidence for the preponderance of peer influence, nine of his twelve situations produced a response considerably more favorable to parents than peers.

On the other hand, the study by Slocum (1963) merely notes the possibility that the influence of the family "may be tempered by the impact of peer group standards" and then ignores the theoretical relevance of this impact.

3. The first two papers are, respectively, titled: "The Salience Hierarchy during Adolescence: The Situation Hypothesis Revisited" and "An Examination of the Salience Hierarchy during Adolescence: The Influence of the Family." They have both been submitted for publication. The term salience hierarchy may seem to be nothing more than a semantic doubletake on the concept of reference group. In reality, the concept has particular reference to the relative salience of reference sets. The concept of reference set following Goodman (1965) is defined as "the cast of significant others whom the individual takes into account when he acts."

4. The cost of a particular course of action is the equivalent of the foregone value of an alternative, a familiar economic assumption. The formula is presented in Homans (1958:597-606). One must be cautious, however, in applying an exchange model to the approach used here. The adolescent doesn't think only of the cost and/or reward to himself. He also considers the cost in terms of his relationship, its nature and type.

5. It may be noted that this study focuses on the adolescent's relationships with his best friends rather than peers in general. It is assumed that the stimulus "best friends" calls forth a group of persons (2 or more) who the adolescent considers himself very close to. Neither the number nor the sex of best friends is considered in this

study as these relationships are voluntary. Whether the stimulus "best friends" elicits a group of boys or a group of girls is also immaterial. The issue is that these are simply best friends. This stimulus is comparable to the others given - "most of your teachers," and "mother" and "father." The sex of the parent is important because these relationships are involuntary and primarily expressive. The adolescent's relationship with his teachers is generally not on an individual basis, as in the family, and primarily instrumental. In addition, it may be emphasized that it is unnecessary to ascertain the quality of the adolescent's relationship with his best friends. A high quality relationship may be assumed. This assumption was tested in the pilot study and conclusively confirmed.

6. It may be noted that this paper only presents the necessary tables and graphs. Many possible cross-tabulations and controls are not introduced, e.g., the effect of reference set help on the salience hierarchy controlling for grade, because the essence of the relationships are completely illustrated by the tables and graphs included.

7. Due to the obvious demographic relationship among sex, grade, and social class, each of these variables is considered independently.

TABLE 1
UNIVARIATE DISTRIBUTION OF VARIABLES

Variable		Percentage	Frequency ^a
X ₁	Sex: Females	50.8	(788)
	Males	49.2	(763)
X ₂	Index of Social Position: ^b		
	I & II	15.7	(97)
	III	25.3	(156)
	IV & V	59.0	(364)
X ₃	Grade Level:		
	Seventh	38.9	(603)
	Ninth	35.1	(545)
	Twelfth	26.0	(403)
X ₄	Parent-Adolescent Affect: ^c		
	High	41.7	(745)
	Medium	32.8	(507)
	Low	25.5	(293)
X ₅	Reference Set Help: ^d		
	Ability and desire	49.9	(668)
	Desire, no ability	41.1	(538)
	Ability, no desire; neither ability nor desire	9.0	(133)
X ₆	Situational Effect: ^e		
	Primarily Parent Compliant	15.6	(233)
	Primarily Best Friend Compliant	4.7	(70)
	Situation Compliant	79.7	(1193)
X ₇	Salience Hierarchy: ^f		
	Parent oriented	35.5	(549)
	Parent/Best Friends oriented	39.3	(608)
	Best Friends oriented	25.1	(389)

TABLE 1 (cont'd)

- a No answers are eliminated. Indexes, such as the Reference Set Hierarchy, therefore have a reduced N.
- b The measure of social class used in this study is based on the education and occupation of the father. The "two factor" Index of Social Position and the occupational categories were first developed by Hollingshead (1957). Only 592 questionnaires were received from the fathers in the sample; consequently, bivariate and multivariate cross tabulations using the Index of Social Position are based on a reduced sample (592 rather than 1542).
- c Eleven items were used to measure the quality of the parent-adolescent relationship. The five items used in the creation of the Parent-Adolescent Affect index include understanding, willingness, interest, cultural disparity, and enjoyment of family activity. They were selected on the basis of theoretical priority and the hierarchical clustering technique (Johnson, 1967).
- d The adolescent's perception of the relative ability and desire of parents, teachers, and best friends in helping him decide on goals are combined into the index of Reference Set Help.
- e The Index of Situational Effect is based on the effect of six differing situations on the choice patterns of youth. Each situation created a dilemma where pressures emanated from both parents and best friends. Adolescents who complied with their parents' wishes in four of the six situations were classified as parent compliant, those who complied with the wishes of their best friends as best friend compliant, and those who changed their choice as the situation changed are classified as situation compliant.
- f Fifteen items were used to measure the salience hierarchy (the relative preferences of youth). The salience hierarchy index was created by summing the total response on five items (understanding, willingness, knowledge, communication, and control) for each individual and dividing the total by 5 to obtain a mean response. The items used in the index were selected on the basis of theoretical priority and the hierarchical clustering technique (Johnson, 1967).

TABLE 2

GAMMA MATRIX: INTERCORRELATIONS AMONG SEX, ISP,
GRADE LEVEL, PARENT-ADOLESCENT AFFECT,
REFERENCE SET HELP, SITUATIONAL EFFECT,
AND THE SALIENCE HIERARCHY^a

	Symbol	X ₁	X ₂	X ₃	X ₄	X ₅	X ₆
Sex	X ₁						
Index of Social Position	X ₂	.02					
Grade Level	X ₃	-.05	-.04				
Parent-Adolescent Affect	X ₄	.02	.24	.23*			
Reference Set Help	X ₅	.23	.14	.05	.42*		
Situational Effect	X ₆	.06	.02	.36*	.26*	.09	
Salience Hierarchy	X ₇	-.22*	.16	.44*	.48*	.11	.27*

* Gamma is significant at the .05 level or greater.

- a Due to the complexity and comprehensibility of this analysis, the presentation of tables will typically be limited to correlations. The use of gamma, a proportionate reduction in error measure of order rather than category, facilitates the use of correlations rather than percentage distributions. In the case of sex and the salience hierarchy, for example, a positive correlation would indicate that females are more parent oriented than males. Note the location of categories in Table 1 - both females and parent oriented adolescents appear in category one.

TABLE 3

ZERO ORDER AND STANDARDIZED GAMMA MATRIX:
SALIENCE HIERARCHY BY SEX, GRADE LEVEL, INDEX OF SOCIAL POSITION,
PARENT-ADOLESCENT AFFECT, REFERENCE SET HIERARCHY, EFFECT OF SITUATIONS

Variables	Zero Order ^a	Standardized
Sex (PAa, RSH, ES, Stdzd) ^b	-.2389*	-.2592*
Parent-Adol Affect (S, RSH, ES, Stdzd)	.4775*	.4085*
Reference Set Help (S, P-Aa, ES, Stdzd)	.1061	-.0095
Effect of Situations (S, P-Aa, RSH, Stdzd)	.2730*	.2719*
Grade Level (P-Aa, RSH, ES, Stdzd)	.4629*	.3767*
Parent-Adol Affect (G, RSH, ES, Stdzd)	.4775*	.3868*
Reference Set Help (G, P-Aa, ES, Stdzd)	.1061	-.0518
Effect of Situations (G, P-Aa, RSH, Stdzd)	.2730*	.1954
Index of Social Position (P-Aa, RSH, ES, Stdzd)	.1457	.0796
Parent-Adol Affect (ISP, RSH, ES, Stdzd)	.5020*	.4620*
Reference Set Help (ISP, P-Aa, ES, Stdzd)	.0437	-.0603
Effect of Situations (ISP, P-Aa, RSH, Stdzd)	.3028	.3087

* Gamma is significant at the .05 level or greater.

a The zero order correlations in this table are slightly different than those in Table 2 because all no answers in the cross tabulations have been eliminated.

b The variable names are abbreviated as follows: sex-S, grade level-G, index of social position-ISP, parent-adolescent affect-PAa, reference set help-PSH, and effect of situations-ES.

TABLE 4

PARTIAL CORRELATIONS: SALIENCE HIERARCHY BY PARENT-
ADOLESCENT AFFECT BY SEX, GRADE LEVEL, INDEX OF SOCIAL
POSITION, REFERENCE SET HELP, AND EFFECT OF SITUATIONS

		Correlation	
		Zero Order	Partial
Salience Hierarchy by Parent-Adolescent Affect		.48*	
by Sex:	Females		.47* ^a
	Males		.51*
by Grade:	Seventh		.37* ^a
	Ninth		.49*
	Twelfth		.49*
by ISP:	I & II		.55*
	III		.42*
	IV & V		.52*
by RSH:	Ability and desire		.44*
	Desire, no ability		.53*
	Ability, no desire; neither desire or ability		.51*
by ES:	Parent Compliant		.32 ^a
	Best Friend Compliant		.57 ^b
	Situation Compliant		.45*

* Gamma is significant at the .05 level or greater.

a Interaction test is significant at the .05 level or greater.

b Although the correlation is reasonably large, the N (70) in the case is too small for Z to be significant.

Parent-Adolescent Affect

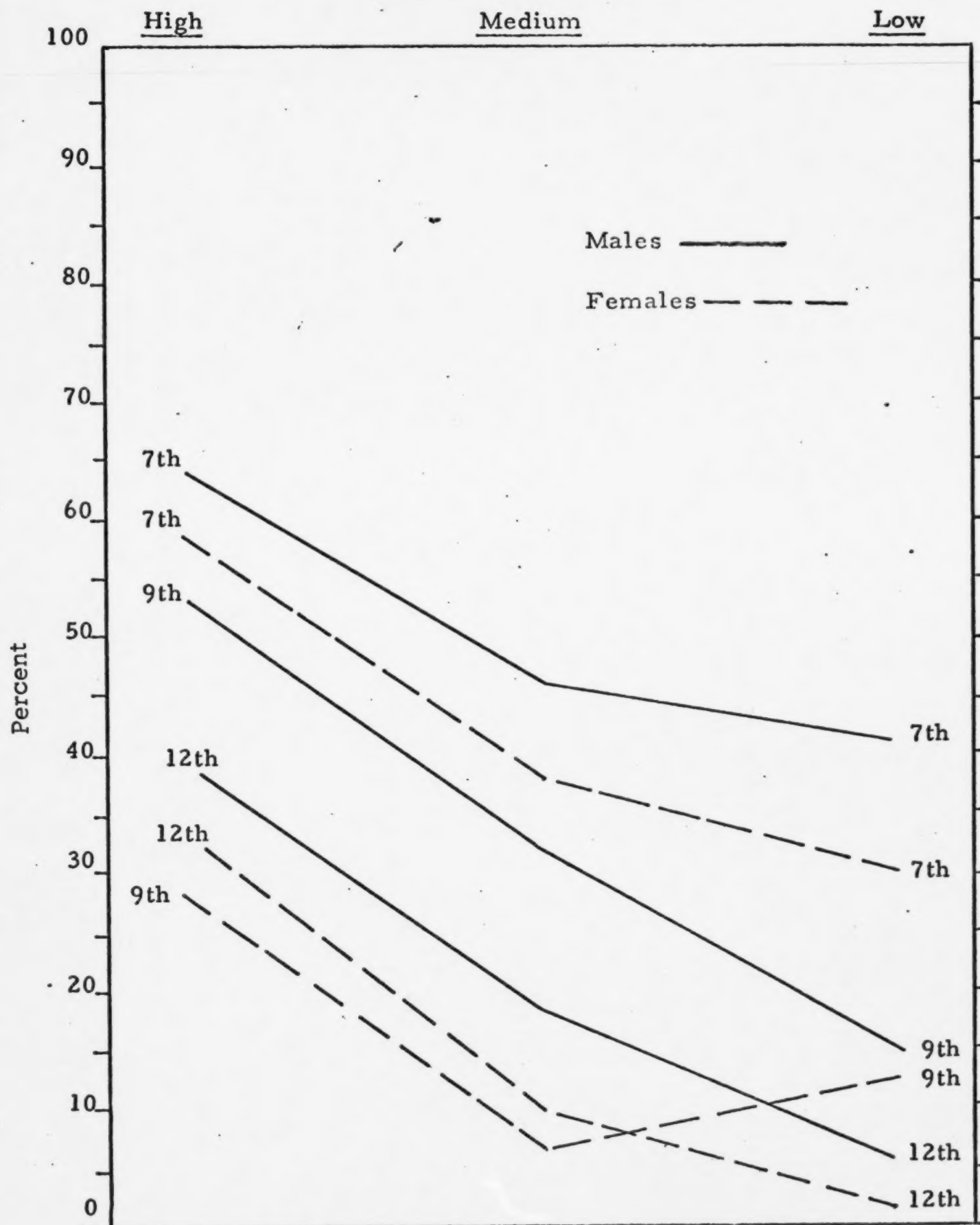


Fig. 1.--Parent priority by grade level, parent-adolescent affect, and sex

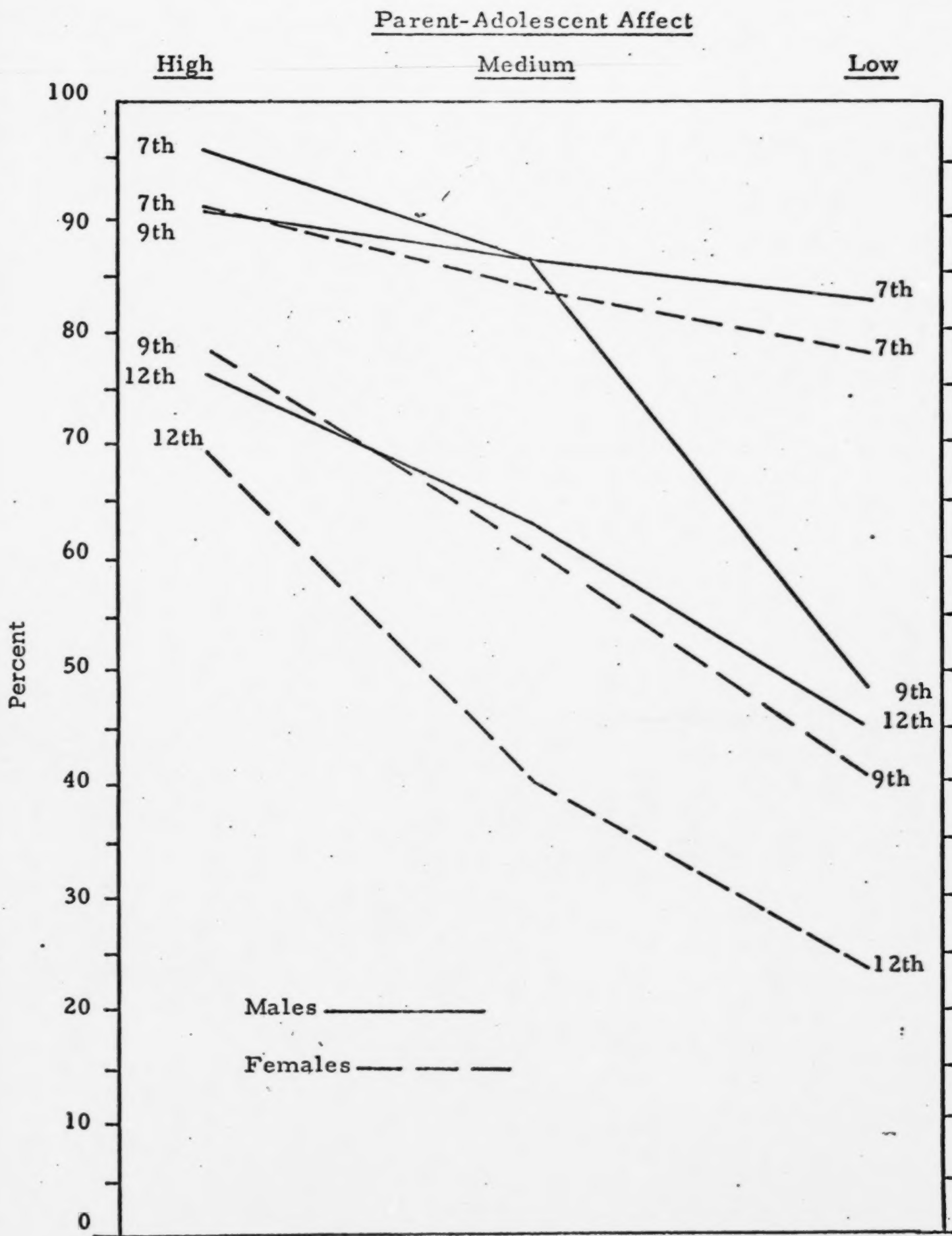


Fig. 2. -- Pro-parent priority by grade level, parent-adolescent affect, and sex

Index of Social Position by High Parent-Adolescent Affect

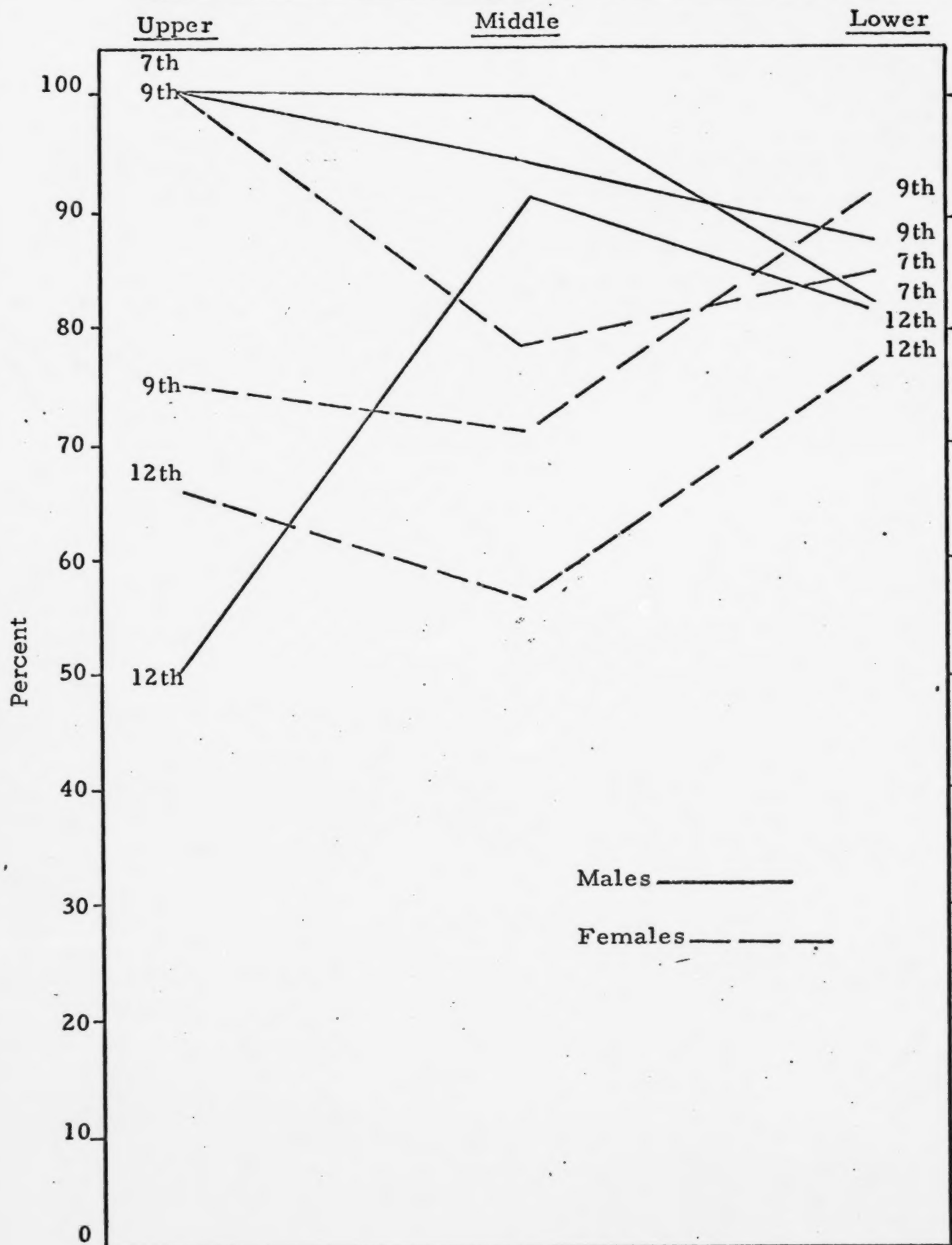


Fig. 3. --Pro-parent priority by grade level, high parent-adolescent affect, sex, and index of social position

Parent-Adolescent Affect

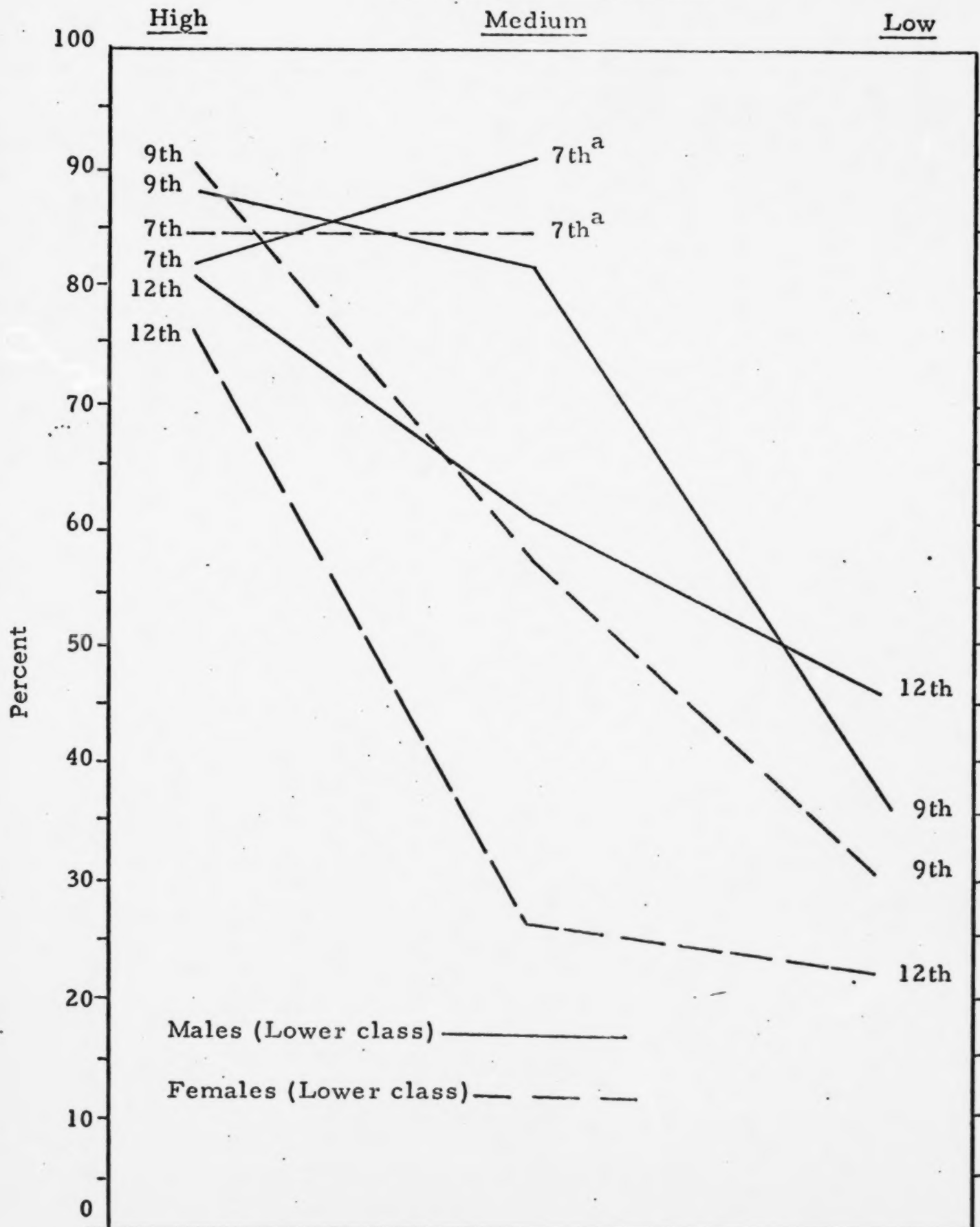


Fig. 4.--Pro-parent priority by grade level, parent-adolescent affect, sex, and lower class

^aThe N is too small to continue the diagram at this point.

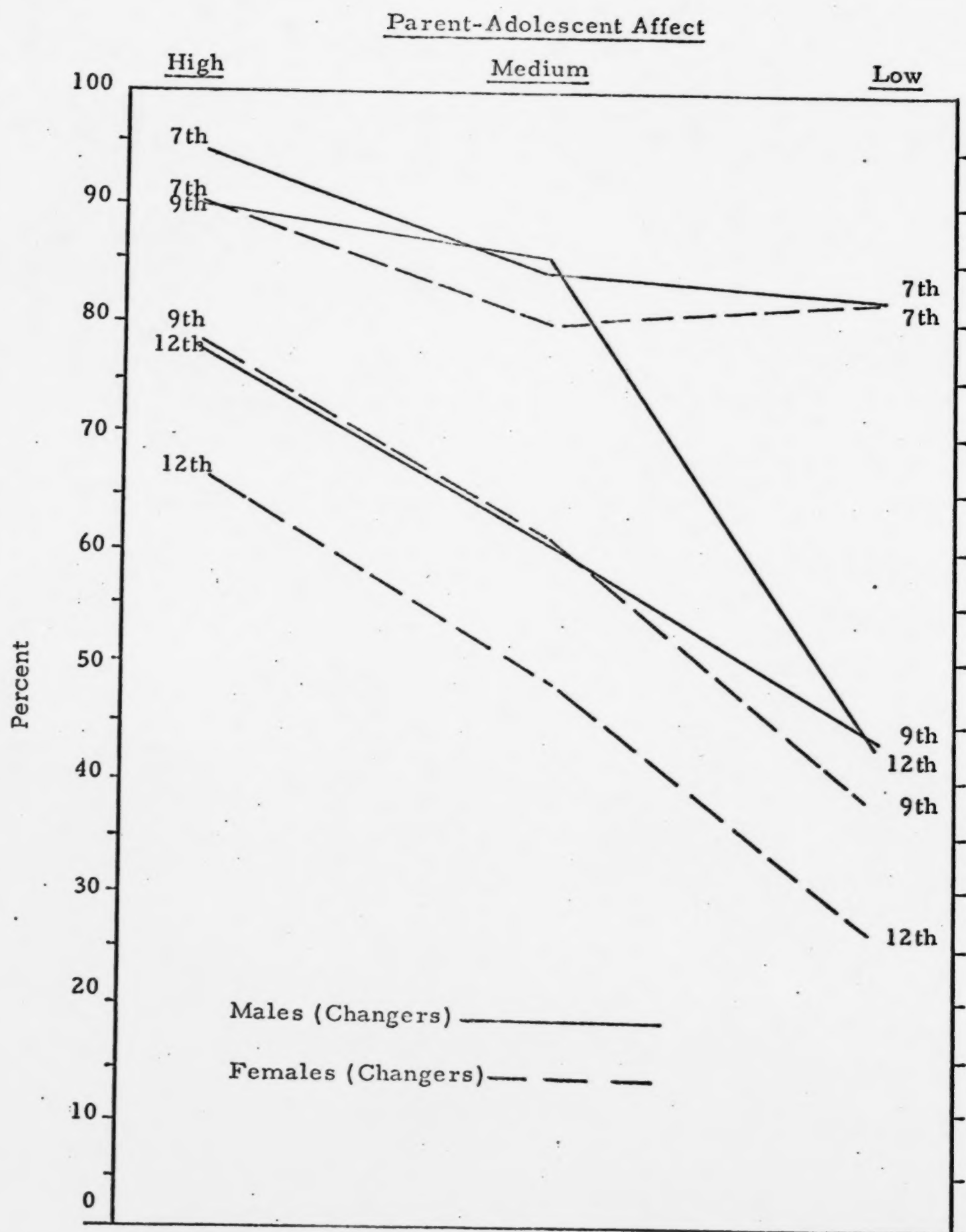


Fig. 5. --Pro-parent priority by grade level, changers due to effect of situations, parent-adolescent affect, and sex

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